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ABSTRACT

Effective leadership techniques are needed by professional teachers both in the classroom and in interactions with other professionals. Issues related to appropriate leadership styles and leadership training are discussed and include: (1) leadership styles; (2) characteristics of a leader; (3) how leadership characteristics are developed; (4) what followers want from their leaders; (5) myths about leaders; (6) the role of stress; and (7) ways to select an appropriate leadership style for a specific situation. Selected instruments (not included) were administered concerning the following: (1) identifying what good leadership is; (2) identifying one's leadership characteristics; (3) identifying one's specific leadership situation; (4) identifying one's stress level and how this influences one's leadership abilities; (5) how to select a specific situational leadership style; and (6) improvement checklists. A review of the research yielded the following list of leadership qualities: energy, resistance to stress, self-objectivity, work standards, likeability, initiative, communication skills, honesty, perseverence, human relations skills, knowledgeability, self-confidence, and adaptability. (LL)

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ENHANCING THE PROFESSIONALIZATION OF TEACHERS THROUGH EFFECTIVE LEADERSHIP TRAINING

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ENHANCING THE PROFESSIONALIZATION OF TEACHERS

THROUGH EFFECTIVE LEADERSHIP TRAINING

Teachers and other professionals such as supervisors, chairpersons and administrators demonstrate a committment to the student in their attempts to instruct the student in a specific discipline. In the classroom the teacher as a professional must be an exemplary leader and thus by example trains the student in leadership skills concommittantly with expounding a specific discipline. Teachers not only need to use effective leadership techniques while working with students but also need these techniques while interacting with other professionals.

There are many questions related to appropriate leadership styles and leadership training. Some of these questions include:

1) What are the different leadership styles?
2) What are the characteristics of a good leader?
3) How does one develop leadership characteristics?
4) What do followers want from their leaders?
5) What are some of the myths about leaders?
6) What role does stress have in leadership?
7) How does one select an appropriate leadership style for a specific situation?

Part of the scope of this presentation will include addressing these and related questions. There will also be selected instruments to help each participant identify characteristics which he/she possesses regarding leadership qualities.

Selected instruments will be administered concerning the following: 1) identifying what is good leadership; 2) identifying one's leadership characteristics; 3) identifying one's specific leadership situation; 4) identifying one's stress level and how this influences one's leadership abilities; 5) how to select a specific situational leadership style and 6) improvement checklists. Group discussion will be encouraged following the presentation.

LEADERSHIP

According to Richards and Greenlaw (1966) "Leadership is an influence process, the dynamics of which are a function of the personal characteristics of the leader, his followers, and the nature of the specific situation" (p.2). Hart (1980) states that "leadership is the process of influencing one or more people in a positive way so that the tasks determined by the goals and objectives of an organizaiton are accomplished" (p. 16). The idea of leaders, leadership, and specific traits or characteristics of leaders has evolved through the years being redefined to some extent by the needs of the followers and the specific situation. In the educational realm the teacher will be the classroom leader trying to influence the behavior of the student in a positive way while stimulating his/her intellect. The department chairman and dean will also evoke leadership roles similar in some respects to the teacher yet quite different in others.

Leadership and management are not the same; the two are complementary and not mutually exclusive according to Loucks (1988). "Management has to do with all the disciplines of planning, budgeting, organizing, staffing, controlling and problem-solving. Leadership, on the other hand, concerns itself with creating a clear sense of direction, with communicating that vision, and with energizing and

inspiring people. The fundamental nature of leadership is to produce valuable change" (Loucks, 1988, p. 77).

In the educational realm, Rallis (1988) states that "if instructional leadership is defined as leadership that informs and guides teachers' decision making so that practice can mesh with policy, the logical instructional leaders are teachers" (p. 643). Rallis (1988) further elaborates that two types of leadership can exist in the school setting: instructional (the teacher) and managerial (the principal). Two specific conditions must exist simultaneously for this situation to be successful:

> 1) policy makers and administrators must establish the structures and send the signals that enable teachers to undertake such leadership,
> 2) teachers must become responsible professionals, willing to devote the time and the energy that leadership requires, willing to be held accountable for the decisions they make, and willing to listen to one another and to accept leadership from within their own ranks (Rallis, 1988, p. 643).

Those individuals involved in education are constantly helping to develop leaders directly of indirectly. Leadership qualities and abilities emerge throughout a persons lifetime and "leadership development should be treated as a lifetime process" (Gardner, 1988, p. 57). The role of education, especially of a community college, in developing leaders should include three areas:

1) A broad liberal arts education;

2) Involvement in group activities;

3) Opportunities to lead (Gardner, 1988, pp. 57-58).

Qestion One:

What Are The Different Leadership Styles?

Oestreich (1973) presented an evolution of five different leadership theories. These included the following:

1) Traditional leadership theory;

2) Trait leadership theory;

3) Management leadership theory;

4) Human relations leadership theory; and

5) Situational leadership theory.

SHOW TRANSPARENCIES ON LEADERSHIP THEORIES HERE

In the traditional theory the leader gains the position through inheritance such as seen in the monarchy of England. In the trait theory it is implied that the leader has certain physical or personality attributes or characteristics which empower him/her to be the leader. The erronious assumption that all groups need leaders with similar characteristics or traits is associated with this theory. In theory, the actions of the leader rather than his/her physical or mental traits are the major focus. This type leader organizes the work for others. In the human relations leadership model the leader is appointed from the group and is empathetic to the individual's problems. There is a lot of emotional support for

the group members and they are included in the decision making process when this type leadership is involved. Flexibility and adaptability are basic requirements of the leader with the fifth theory or model. This leadership style, situational leadership, includes all the other styles as the specific situation demands (Oestreich, 1973).

Four basic leadership styles are addressed by Hart (1980) including:

1) Authoritarian;

2) Democratic;

3) Laissez-faire; and

4) Participatory Democracy.

In the first model the leader has complete control with power emerging from the authority and status of the position in the organization. In the second style the leader seeks input from all the group members and involves them in the decision making process. The leader's power comes from the followers. The third style has the leader sharing the power and authority with the group and he/she does not interfere with their activities. In the fourth style the leadership role may rotate or the leader is selected by vote of the group. This style may be effective but the decision making process is often slow and "circumstances are shaped to suit the leadership model rather than allowing the situation to determine the styel of leadership needed" (Hart, 1980).

In a fifth model, the Situational Leadership Model, Hart (1980) states that the leader's ability to "adapt to changing situations" is most important. The leader is influenced by a variety of interactive variables which include:

1) Goals, objectives and norms of the organizaiton;

2) The demands inherent in the leader's job and her level of organization;

3) The expectations of those to whom the leader is accountable, those for whom she is responsible (her followers, and those with whom she is equal, her colleagues) (Hart, 1980, pp. 94-95).

SHOW PICTURE RELATED TO MURPHY'S THEORY HERE

In a lighter vein, there is The Goose Theory of Leadership which is used when "the employees view the top administrator as the chief problem solver. Honking and hissing like geese, faculty and staff members will cruise into the boss' offfice, ruffle their feathers, poop on the rug, and leave. It then becomes the boss' job to clean up the mess" (Murphy, 1988, p. 659).

USE HANDOUT 1 (LEADERSHIP SITUATION) HERE

Question Two

What Are The Characteristics Of A Good Leader?

A leader possesses certain personal characteristics or character: "a respect for self, and others; a willingness to sacrifice for the common good; a sense of civic responsibility; the relentless pursuit of truth; basic honesty; and an intolerance for anything less than adherence to the highest stnadards; leaders are those individuals who possess a knowledge of excellence and who, in turn, inspire those with whom they live and work to pursue that same objective" (Roskens, 1988, p. 693).

In a speech delivered at the Twentieth Anniversary of The Hague International Model United Nations, The Netherlands, one speaker stated, "Indeed, all leaders should

have a vision and a purpose, ...we need leaders who, with clarity and eloquence, seek the truth, and who share visions of peace and of hope" (Sand, 1988, pp. 434-435).

Bittel (1984) presented a variety of leadership qualities which emerged from studies conducted by several large corporations. These studies included qualities such as:

ENERGY

RESISTANCE TO STRESS

SELF-OBJECTIVITY

WORK STANDARDS

LIKEABILITY

INITIATIVE

COMMUNICATIONS SKILLS

HONESTY

PERSERVERANCE

HUMAN RELATIONS SKILLS

KNOWLEDGEABLE

SELF-CONFIDENCE

ADAPTABILITY (pp. 28-31).

Other research studies discovered that ranking of desirable leadership traits such as tact, honesty, ambition, listening skills, courage, sensitivity, energy, intelligence and sense of humor varied as to which trait was most valuable. The determining factor as to which characteristic was most important was the work setting. These results give more credence to the situational leadership model.

Instead of specific personal leadership traits or characteristics, Kouzes and Posner (1988) presented behavioral committments for effective leadership. These

included:

1) Challenging the Process
   a. Search for Opportunities
   b. Experiment and Take Risks;
2) Inspiring a Shared Vision
   a. Envision the Future
   b. Enlist Others;
3) Enabling Others to Act
   a. Foster Collaboration
   b. Strengthen Others;
4) Modeling the Way
   a. Set the Example
   b. Plan Small Wins;
5) Encouraging the Heart
   a. Recognize Individual Contribution
   b. Celebrate Accomplishments (p. 14).

Question Three

How Does One Develop The Characteristics Of A Good Leader?

A broad approach to answering the question of how one develops the characteristics of a good leader was presented in the following:

> Every individual should, in his or her own way, be a leader. The higher education community must recognize that leadership traits are latent within every individual. Our obligation is to treat each student as though he or she is the leader of tommorrow, and to instill in each

> one the skills and perspectives requisite to the recognition, pursuit, and advancement of excellence. We as educators must stress, above all else, the need for a lifelong commitment to a value laden, liberal education. ...The acquisition and refinement of leadership characteristics and ethical traits is a lifelong process. ...We must insist that the highest ethical standards are exercised in every discipline and sphere (Roskens, 1988, p. 694).

An individual, who so chooses, can learn certain previously listed desirable leadership skills. One can obtain training in such skills as communications, delegation, organization, dealing with conflict, supervision and decision-making.

Effective leaders need to learn and apply good communicaitons skills. One aspect of communications involves active listening, that is while being the listener, try not to solve any problems or be judgemental about the information being expressed. Active listening will involve both verbal and nonverbal behavior. Nonverbal behavior involves eye contact, nodding and facial expressions. Verbal behavior includes ackowledgement statements such as "yes" or "I see", paraphrasing, and clarigying statements (Boucher, 1989).

USE HANDOUT 2 (LISTENING EXERCISE) HERE

Another skill needed by leaders is that of delegation. Dr. Florence Voris, chairman of the Science Department at Wallace College, Dothan, Alabama uses the delegation technique for various projects. Each quarter when the new class schedules are to be produced she encourages the faculty members who are involved to work together in preparing the document and delegates one of the fulltime instructors

to oversee the scheduling process. In this way the instructors learn cooperative skills, time and space management (space for meeting classes is at a premium), and develop and appreciation of the time and effort involved int he scheduling process.

There are several steps involved in delegating work to others. These steps include the following:

1) Develop a climate for delegation (trust, a willingness to learn, and open clear communications);
2) Determine your objectives;
3) Know your workers (maturity level);
4) Develop a plan;
5) Communicate your expectations;
6) Monitor progress;
7) Evaluate results and assign new work (Hart, 1980 p. 103).

USE HANDOUT 3 (DELEGATING SKILLS) HERE

Question Four

What Do Followers Want From Their Leaders?

Followers want leaders who will not only accomplish specific tasks but who will also help them (followers) to increase their own skills and knowledge (Hart, 1980). Kouzes and Posner (1988) state that "Leadership is in the eye of the follower" (p. 15). This eye wants or desires such characteristics as honesty, competency, intelligence, fair-mindedness, inspiration, being forward-looking, imagination, being supportive, dependability, and straight-forwardness (Krouzes and Posner, 1988). In other words followers want the characteristics in their

leaders that are typically accepted as good characteristics of leaders (Question Two).

Question Five

What Are Some Myths About Leaders?

Kouzes and Posner (1988) presented a series of mythical situa ons or beliefs about leadership and leaders followed by a more realistic setting. These myths include: The leader is a "renegade", "charismatic", a psychic visionary, non-emotional, in control giving orders and proclaiming policies and procedures, lonely, and superior (Kouzes and Posner, 1988, pp. xvi-xvii). The facts are that "leaders attract followers not because of their willful defiance but because of their deep respect for others;" leaders with dynamic personalities have a strong belief in a purpose and are willing to express that purpose; leaders have vision which springs from the inspiration of others or from their own original thinking; leaders are emotional beings with feelings of inspiration and passion; leaders enable others to act; leaders care about their followers and often consider them a family; leaders realize that "leadership is not a place but a process involving skills and abilities" (Kouzes and Posner, 1988, pp. xvii, 10-14).

Murphy (1988) compares the traditional leader as a hero to the reality that the hero is actually a lamb and not very heroic at all. He presented picture of life in the educational relm as the reality of the swamp:

> Notice
>
> The objective of all dedicated department employees
> should be to thoroughly analyze all situations, anticipate
> all problems prior to their occurence, have answers for
> these problems, and move swiftly to solve these problems

when called upon...

However...

> When you are up to your [arms] in alligators it is difficult to remind yourself that your initial objective was to drain the swamp (Murphy, 1988, p. 654).

He further compares myths with the reality of the "swamp" as follows:

Traditional-Hero	Reality-Unheroic
1. Clear vision	1. Developing a shared vision
2. Knowledgeable	2. Asking questions
3. Strong	3. Coping with weakness
4. Communicates, persuasive	4. Listening and acknowledging
5. Exercise power	5. Depending on others
6. Take-charge, problem solver	6. Letting go

(Murphy, 1988, p. 655-657).

In the aspect of coping with weakness, item 3 above, Murphy (1988) suggested four coping skills to be used by the leader. These include: 1) matching talents and personality with the job; 2) compensating for any weaknesses by hiring acknowledgeable people and depending on them; 3) being candid, self-disclosing on job related issues; and 4) accepting one's weaknesses and associated feelings related to those weaknesses. "The more the leader acknowledges and accepts personal weaknesses and feelings the more effective he or she becomes" (Murphy, 1988, p. 657).

Question Six

What Role Does Stress Have in Leadership?

Life with no stress is death (Selye, 1976). Leaders may have stressful situations due to finances, inappropriate leadership tyles, lack of maturity on the

part of the followers as well as the leader, setting their goals too high, expecting too much from faculty and staff, being over committed to outside activities (Bittel, 1984).

Some people are more stress prone than others due to their culture, personality type and past experiences. It is helpful to know whether one has a stress-prone personality or not. Some stress is helpful, it can be stimulating but if the stress becomes excessive it interferes with effective leadership.

USE HANDOUT 4 (STRESS & PERSONALITY) HERE

Stress management skills training may be useful for some leaders so they can learn to reduce their own tensions and help others be more relaxed around them. Training in such areas as deep breathing exercises, muscle relaxation skills, cognitive restructuring and visual imagery may be very effective for both leaders and followers (Geier, 1986; Price, 1988, 1989).

Sometimes the leader experiences stress due to his/her perfectionistic tendencies. This tendency influences an individual's ability to cope with increased stress.

USE HANDOUT 5 (PERFECTIONISTIC TENDENCIES) HERE

In interpreting the results of this worksheet it is noted that a very high score indicates that one is an extreme perfectionist and will probably suffer from excess stress, as well as, cause excess stress for colleagues. A very low score would indicate a low level of stress but the individual would probably be ineffective as a leader. According to Burns (1980) the most effective leaders usually have a

moderate score (+8 to +16).

Question Seven

How Does One Select an Appropriate Leadership Style for a Specific Situation?

The nature of the problem and the leader's personality type are both factors to be considered when selecting an appropriate leadership style. In determining the leadership style required for a specific problem, the nature of the problem may dictate the best leadership style needed. When the prblem is a technical or factual one the autocratic or task-oriented leadership style is desired. However, if the problem is emotionally ladened either for the individual, several group members or the entire group then the consideration-oriented leadership style of participative style will be more effective (Bittel, 1984).

The leader's personality determines how he/she interacts with others in many situations including the leadership situation. Determining one's personality. There are numerous personality tests and classifications of personalities. Boucher (1989) designated four personality types: amiable, analytical, drive and expressive. Amiable applies to one who is accommodating, friendly and values interpersonal relationships. An analytical type is a problem solver who must have all the data before making a decision. The driver wants results, is business-like in dealings with others and makes sure the job gets done while the expressive type is a dynamic energetic person very involved with people.

USE HANDOUT 6 (PERSONALITY TYPES) HERE

After the individual determines his/her personality type it is important to know how to work with people of the sam personality type as well as how to work with

people with different personality types. Sayers-Kirsch (1978) presented several exercises which can be used by individuals as they work with others. The categories, slightly differect than those of Boucher (1989) are listed below:

A) Supporter rather than amiable;

B) Analyzer rather than analytical;

C) Controller rather than driver;

D) Promoter instead of expressive

(Sayers-Kirsch, 1978).

USE HANDOUT 7 (PERSONALITY INTERACTIONS) HERE

Once the individual determines his/her personality style, recognizes characteristics of different personality styles, and understands how to interact with the various styles, then it will be easier to determine the leadership style needed for the specific situation. Bittel (1984) presented several questions or factors which may help the individual determine whether to deal independently with a situation or to consult with colleagues and/or subordinates while attacking a specific problem. These questions or factors included the following:

1. Whose problem is it?
2. Time available
3. Expertise needed
4. Technical Know-how
5. Can others add anything to the decision?
6. Will you accept suggestions?
7. Will it help others to carry out the project if they are involved in the decision?
8. Coordination of effort
9. Learning value (Bittel, 1984, pp. 147-148).

USE HANDOUT 8 (SELECTING LEADERSHIP) HERE

Many leadership styles are available. Selecting the most appropriate style for a specific situation will contribute to the leader's achieving the desired results. A brief summary of nine styles with the characteristics of each, situation in which the style is most suitable and the situation in which it is the least suitable are listed below:

Leadership styles:	Autocratic
Characteristics:	Forceful, directive, commanding, based on unilateral decision making
Most suitable:	Position power strong, tasks highly stuctured
Least suitable:	Emerging, complex or ambiguous situations
Leadership styles:	Participative
Characteristics:	Exchange between leader and followers Common understanding
Most suitable:	When there is mutual respect, difficult and unstable tasks, changing situations problem-solving (Professionals)
Least suitable:	Structured situation with rigid standards Followers cannot accept or share responsibility
Leadership style:	Democratic
Characterisics:	Between autocratic and participative Leader has final decision
Most suitable:	Whan changing situations become routine Situaiton not clearly favorable for either autocratic or participative
Least suitable:	Extreme conditions when either autocratic or participative are preferred

Leadership style: Task-Oriented

Characteristics: Goal-seeking, similar to autocratic, has reward and punishment or threat involved

Most suitable: Similar to autocratic

Least suitable: Similar to autocratic

Leadership style: Follower-Oriented

Characteristics: Similar to participative, leader finds and uses best motivation for followers

(may become manipulative)

Most suitable: Short term projects

Least suitable: When follower needs to use own judgement

When autocratic approach is needed

Leadership style: Considerate

Characterisitcs: Close to participative

Long-term relationships are involved

Most suitable: When used in conjuction with a task-oriented approach

Least suitable: When not confident in followers capabilities and trustworthiness

Leadership style: Inductive

Characteristics: Work design or work facilitating Workers ahve a maximum amount of self-government or self-discipline

Most suitable: In conjuction with consideration and task-oriented approackes

Least suitable: When the leader's personality is autocratic and he/she is not comfortable with participative and consideration techniques

Leadership styles: Transactional analysis (TA)

Characteristics: Leadership involves a social exchange related to the emotional maturity of the followers and the leader

Maturity levels:

INFANT

CHILD-ADOLESCENT

ADULT

Most suitable: INFANT- autocratic, directive, some democratic, consultative

CHILD-ADOLESCENT- democratic, consultative, some autocratic and some participative

ADULT- participative, some democratic, some consultative

Least suitable: Styles other than the ones listed

Leadership styles: Management by Objectives (MBO)

Characterisitcs: A form of delegation

Mutual agreement between the leader and followers related to specific goals Freedom to pursue objectives Regular measurement of progress

Most suitable: Higher levels of the organization

Least suitable: Lower levels of the organization

(Bittel, 1984, pp. 69-79; 80-81).

USE TRANSPARENCIES ON NINE LEADERSHIP STYLES HERE

By using the information on the transparency, the nine basic leadership styles or methods can be seeen on a continuum from the extremes of autocratic to participative.

How followers respond to these leadership styles depends on their needs at the time or during the specific situation.

USE INDIVIDUAL NEEDS TRANSPARENCY HERE

When followers have physiological (seen at the bottom of the hierachy) needs such as survival and security then the more autocratic styles are appropriate. When the psychological needs such as respect and satisfying work are more important then subordinate centered leadership styles are more desirable.

Bittel (1984) presented several checklists which can be utilized by prospective leaders. These allow the prospective leader to focus on the leadership styles, situations where these styles will be most effective and the needs of the followers.

USE HANDOUT 9 (IMPROVEMENT INVENTORIES) HERE

While using the information about leadership styles in different situations and the information about the needs of the followers one must keep in mind that the educational realm may differ from the business world in several areas. In relation to the school setting, it is important to remember that "management and leadership in school and school districts are not the same as management in business or the private sector primarily because cooperation is the critical relationship among teaching personnel" (Pierose, 1988, p. 39). An advocacy relationship rather than an adversarial one between the leaders (administrators) and followers (teachers) will lead to successful accomplishment or specified projects (Rallis, 1988).

It is also important to remember that the age (45 or older) of the leader affects the leadership style used by schoold administrators. Youngs (1988) reported

that the under-45 age group of school leaders viewed human relations skills to be essential while the over-45 age group viewed technical skills to be more useful. The needs of the organiztion were considered first in the over-45 group while the needs of the employees came first in the under-45 group (Youngs, 1988).

A practical handout for leaders conducting meetings has been presented by Worley (1990). It covers such helpful hints as starting a meeting on time, paper management, and human relations points.

USE HANDOUT 10 (WORLEY) HERE

Individuals must learn to recognize their own leadership situations, their personally preferred leadership styles and the leadership tyles desired by their followers in a given situation. When this information is acquired by the prospective leader then the leadership role will be more enjoyable and effective for all concerned, both the followers and the leader.

Leaders, prospective leaders, and followers are reminded by Hall (1964) that a spirit of cooperation is vital as illustrated in the following poem by an unknown author:

A Co-operation Fable

Said a wise old bee at the close of day,
"This colony business doesn't pay.
I put my honey in that old hive
That others may eat and live and thrive:
And I do more work in a day, by gee,
Than some of the other fellows do in three.
I toil and worry and save and hoard;
And all I get is my room and board.
It's me for a hive I can run myself,
And me for the sweets of my hard earned self."

So the old bee flew to a meadow alone,

And started a business all his own.

He gave no thought to the buzzing clan,

But all intent on his selfish plan,

He lived the life of a hermit free---

"Ah, this is great," said the wise old bee.

But the summer waned and the days grew drear,

And the lone bee wailed as he dropped a tear;

For the varmits gobbled his little store,

So he winged his way to the old home band,

And he took his meals at the Helping Hand.

Alone, our work is of little worth,

Together we are the lords of the earth;

So it's all for each and it's each for all---

United stand, or divided fall (pp. 203-204).

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